USD Weekly Lesson Plans -- Rock Unit Week 1

WHAT WILL BE TAUGHT?

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| --- | --- |
| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards |
| **RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:** Write **informative/explanatory texts** in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | Health Social Studies Science |
| **Standard 2: Objective 1. Describe the characteristics of different rocks.**  Working in teams, students can sort rock samples based on thir physical characteristics (color, hardness, texture, layering and particle size) and report their findings. |

STUDENT NEEDS ADDRESSED:

|  |  |
| --- | --- |
| Focus Student(s) | Specific Instructional Needs |
|  | Consider the contribution made by the rock artists from area to rock art around the world. |

HOW INSTRUCTION WILL BE DELIVERED

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Read Aloud** | **Shared Reading** | **Guided Reading** | **Independent Reading** | **Literacy Centers** | **Interactive Writing** | **Independent Writing** |
| Monday | *Everybody Needs a Rock* by Byrd Baylor | *Properties of Rocks* | 1.  2.  3.  4.  5. | Read chapter books in the fantasy genre, paying careful attention to the varied voices of the characters. | Daily Five will be the model used during Centers. | Main Idea /supporting details | Main Idea /supporting details |
| Tuesday | *Investigating Rocks*  By Natalie Lunis | *Properties of Rocks* | 1.  2.  3.  4.  5. |  | Daily Five | Main Idea /supporting details | Main Idea /supporting details |
| Wednesday | *Rocks* by Brenda Parks | *Sand* by Helen H. Moore | 1.  2.  3.  4.  5. |  | Daily Five | Main Idea /supporting details | Main Idea /supporting details |
| Thursday | *I love Rocks* By Cari Meister | *Sand* by Helen H. Moore | 1.  2.  3.  4.  5. |  | Daily Five | Main Idea /supporting details | Main Idea /supporting details |
| Friday | *A Herd of Sheep* by Rick Walton |  |  |  |  | Create a list of collective nouns (e.g., herd.) *A Flock of Sheep* by Rick Walton | Create a drawing and description of a collective noun. |

USD Weekly Lesson Plans Rock Week 2

WHAT WILL BE TAUGHT?

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards |
| **RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:** Write **informative/expl**anatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.   * Read tall tales and learn the distinct characteristics of this type of tale. | Health Social Studies Science |
| **Standard 2: Objective 1. Describe the characteristics of different rocks.**  Working in teams, students can sort rock samples based on thir physical characteristics (color, hardness, texture, layering and particle size) and report their findings. |

STUDENT NEEDS ADDRESSED:

|  |  |
| --- | --- |
| Focus Student(s) | Specific Instructional Needs |
|  | Consider the contribution made by the rock artists from area to rock art around the world. |

HOW INSTRUCTION WILL BE DELIVERED

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Read Aloud** | **Shared Reading** | **Guided Reading** | **Independent Reading** | **Literacy Centers** | **Interactive Writing** | **Independent Writing** |
| Monday | *Rock Pals* By John C. Waugh | *The Rock Cycle Shouldn’t be Allowed* | 1.  2.  3.  4.  5. | Read chapter books in the fantasy genre, paying careful attention to the varied voices of the characters. | Daily Five | Rock Cycle | Main Idea /supporting details |
| Tuesday | *Sylvester and the Magic Pebble* by William Steig | *The Rock Cycle Shouldn’t be Allowed* | 1.  2.  3.  4.  5. |  | Daily Five | Rock Cycle | Main Idea /supporting details |
| Wednesday | *Stone Soup by Marcia Brown* | *Rock Types* | 1.  2.  3.  4.  5. |  | Daily Five | Rock Cycle | Main Idea /supporting details |
| Thursday | Stone Soup by Jon Muth | *Rock Types* | 1.  2.  3.  4.  5. |  | Daily Five | Rock Cycle | Main Idea /supporting details |
| Friday | Compare and contrast an original fairy tale with one that has been rewritten in a different setting. |  |  |  |  | [Let's Rock!: Rock Painting for Kids](http://www.amazon.com/Lets-Rock-Painting-Kids/dp/1559718706/ref=sr_1_54?s=books&ie=UTF8&qid=1304884681&sr=1-54) by [Linda Kranz](http://www.amazon.com/Linda-Kranz/e/B001K8NEHW/ref=sr_ntt_srch_lnk_54?qid=1304884681&sr=1-54) |  |

USD Weekly Lesson Plans Rock Unit Week 3

WHAT WILL BE TAUGHT?

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards |
| **RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:** Write **informative/explanatory texts** in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.   * Read tall tales and learn the distinct characteristics of this type of tale. | Health Social Studies Science |
| **Indicator 1:**  **Explain how smaller rocks come from the breakage and weathering of larger rocks.**  Using age‐appropriate tools (magnifying glass, water, sandpaper, hammer), students can examine rock samples and describe their parts. The products could include: drawings, charts, journals, or classroom books. |

STUDENT NEEDS ADDRESSED:

|  |  |
| --- | --- |
| Focus Student(s) | Specific Instructional Needs |
|  | Research a real person involved in the collection of fossils. Possible people: Dinosaur Jim (BYU), Barnum Brown (1873-1963). Write an informational essay based on the research about this person. |

HOW INSTRUCTION WILL BE DELIVERED

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Read Aloud** | **Shared Reading** | **Guided Reading** | **Independent Reading** | **Literacy Centers** | **Interactive Writing** | **Independent Writing** |
| Monday | *Rocks and Fossils* By William McConnell | [Rocks and Minerals: Mind-Boggling Experiments You Can Turn Into Science Fair Projects](http://www.amazon.com/Janice-VanCleaves-Rocks-Minerals-Mind-Boggling/dp/0471102695/ref=sr_1_45?s=books&ie=UTF8&qid=1304884483&sr=1-45) by [Janice Pratt VanCleave](http://www.amazon.com/Janice-Pratt-VanCleave/e/B001H6O4EY/ref=sr_ntt_srch_lnk_45?qid=1304884483&sr=1-45) | 1.  2.  3.  4.  5. | Read chapter books in the fantasy genre, paying careful attention to the varied voices of the characters. | Daily Five | Informational Essay | Main Idea /supporting details |
| Tuesday | *Rocks in His Head* by Carol Hurst | *Rock Cycle Song* | 1.  2.  3.  4.  5. |  | Daily Five | Informational Essay | Main Idea /supporting details |
| Wednesday | Fossils Tell of Long Ago by Aliki | *Rock Cycle Song* | 1.  2.  3.  4.  5. |  | Daily Five | Informational Essay | Main Idea /supporting details |
| Thursday | Rocks, Fossils, and Arrowheads by Laura Evert | *Rock Riddles &*  *Riddles* | 1.  2.  3.  4.  5. |  | Daily Five | Informational Essay | Main Idea /supporting details |
| Friday | Compare and contrast an original fairy tale with one that has been rewritten in a different setting. |  |  |  |  |  |  |

USD Weekly Lesson Plans Rock Unit Week 4

WHAT WILL BE TAUGHT?

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards |
| **RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:** Write **informative/explanatory texts** in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.   * Read tall tales and learn the distinct characteristics of this type of tale. | Health Social Studies Science |
| **Indicator 2: Describe rocks in terms of their parts (e.g. crystals, grains, cement).**  Using age‐appropriate tools (magnifying glass, water, sandpaper, hammer), students can examine rock samples and describe their parts. The products could include: drawings, charts, journals, or classroom books. |

STUDENT NEEDS ADDRESSED:

|  |  |
| --- | --- |
| Focus Student(s) | Specific Instructional Needs |
|  | Research a real person involved in the collection of fossils. Possible people: Dinosaur Jim (BYU), Barnum Brown (1873-1963). Write an informational essay based on the research about this person. |

HOW INSTRUCTION WILL BE DELIVERED

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Read Aloud** | **Shared Reading** | **Guided Reading** | **Independent Reading** | **Literacy Centers** | **Interactive Writing** | **Independent Writing** |
| Monday | Digging Up Dinosaurs by Aliki | The Fossil Feud: The Rivalry of the First Dinosaur Hunters by Thom Holmes | 1.  2.  3.  4.  5. | Read chapter books in the fantasy genre, paying careful attention to the varied voices of the characters. | Daily Five | Informational Essay | Informational Essay |
| Tuesday | Monster Bones: The Story of a Dinosaur Monster by Bailey | *Crystal Jewels* by Deborah Schecter | 1.  2.  3.  4.  5. |  | Daily Five | Informational Essay | Informational Essay |
| Wednesday | If You Are a Hunter of Fossils by Byrd Baylor | *Crystal Jewels* by Deborah Schecter | 1.  2.  3.  4.  5. |  | Daily Five | Informational Essay | Informational Essay |
| Thursday | [The Fossil Girl: Mary Anning's Dinosaur Discovery](http://www.amazon.com/Fossil-Girl-Annings-Dinosaur-Discovery/dp/1845077326/ref=sr_1_21?s=books&ie=UTF8&qid=1304877756&sr=1-21) by Catherine Brighton | Earth’s Birthday Cake | 1.  2.  3.  4.  5. |  | Daily Five | Informational Essay | Informational Essay |
| Friday | Compare and contrast an original fairy tale with one that has been rewritten in a different setting. |  |  |  |  |  | Informational Essay |

USD Weekly Lesson Plans Rock Unit & Scientific Process Week 5

WHAT WILL BE TAUGHT?

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| --- | --- |
| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards |
| **RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:** Read about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from multiple perspectives.  Research a real person from the \_\_\_\_\_\_\_\_\_\_\_\_.  **Write an informational essay** based on research about a real person in the \_\_\_\_\_\_\_\_.  Read informational texts to answer the questions “who, what, where, when, why, and how.” | Health Social Studies Science |
| **Indicator 2: Describe rocks in terms of their parts (e.g. crystals, grains, cement).**  Students can conduct a simple experiment (making predictions, gathering data and forming conclusions) to determine how smaller rocks can form from the breakage of larger rocks. Students can share their findings in the form of posters, reports, journals, graphs, etc. |

STUDENT NEEDS ADDRESSED:

|  |  |
| --- | --- |
| Focus Student(s) | Specific Instructional Needs |
|  | Research a real person involved in the collection of fossils. Possible people: Dinosaur Jim (BYU), Barnum Brown (1873-1963). Write an informational essay based on the research about this person. |

HOW INSTRUCTION WILL BE DELIVERED

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Read Aloud** | **Shared Reading** | **Guided Reading** | **Independent Reading** | **Literacy Centers** | **Interactive Writing** | **Independent Writing** |
| Monday | [Bone Sharps, Cowboys, and Thunder Lizards:...](http://www.amazon.com/Bone-Sharps-Cowboys-Thunder-Lizards/dp/0966010663/ref=pd_rhf_p_t_1) by Jim Ottaviani | Sedimentary Rock | 1.  2.  3.  4.  5. | Read chapter books in the fantasy genre, paying careful attention to the varied voices of the characters. | Daily Five | Rock Riddles | Informational Essay |
| Tuesday | [Is There a Dinosaur in Your Backyard?: The World's Most Fascinating Fossils, Rocks, and Minerals](http://www.amazon.com/There-Dinosaur-Your-Backyard-Fascinating/dp/0471196169/ref=sr_1_66?s=books&ie=UTF8&qid=1304878630&sr=1-66) by [Spencer Christian](http://www.amazon.com/Spencer-Christian/e/B001HN33TO/ref=sr_ntt_srch_lnk_66?qid=1304878630&sr=1-66) | Sedimentary Rock | 1.  2.  3.  4.  5. |  | Daily Five | Rock Riddles | Informational Essay |
| Wednesday | [Rocks and Fossils (Rosen Real Readers: Early Fluency)](http://www.amazon.com/Rocks-Fossils-Rosen-Real-Readers/dp/0823963705/ref=sr_1_71?s=books&ie=UTF8&qid=1304878630&sr=1-71) by [William McConnell](http://www.amazon.com/William-McConnell/e/B001K8V4K6/ref=sr_ntt_srch_lnk_71?qid=1304878630&sr=1-71) | Lava | 1.  2.  3.  4.  5. |  | Daily Five | Rock Riddles | Informational Essay |
| Thursday | [If You Find a Rock](http://www.amazon.com/You-Find-Rock-Peggy-Christian/dp/0152063544/ref=sr_1_1?s=books&ie=UTF8&qid=1304878780&sr=1-1) by Peggy Christian and Barbara Hirsch | Lava | 1.  2.  3.  4.  5. |  | Daily Five | Rock Riddles | Informational Essay |
| Friday | Compare and contrast an original fairy tale with one that has been rewritten in a different setting. |  |  |  |  |  | Informational Essay |

USD Weekly Lesson Plans Rock Unit & Scientific Process Week 6

WHAT WILL BE TAUGHT?

|  |  |
| --- | --- |
| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards |
| **RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:** Read about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from multiple perspectives.  Research a real person from the \_\_\_\_\_\_\_\_\_\_\_\_.  **Write an informational essay** based on research about a real person in the \_\_\_\_\_\_\_\_.  Read informational texts to answer the questions “who, what, where, when, why, and how.” | Health Social Studies Science |
| **Indicator 3: Sort rocks based upon color, hardness, texture, layering, particle size and type (i.e., igneous, metamorphic, sedimentary).**  Working in teams, students can sort rock samples based on thir physical characteristics (color, hardness, texture, layering and particle size) and report their findings. |

STUDENT NEEDS ADDRESSED:

|  |  |
| --- | --- |
| Focus Student(s) | Specific Instructional Needs |
|  | Research a real person involved in the collection of fossils. Possible people: Dinosaur Jim (BYU), Barnum Brown (1873-1963). Write an informational essay based on the research about this person. |

HOW INSTRUCTION WILL BE DELIVERED

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Read Aloud** | **Shared Reading** | **Guided Reading** | **Independent Reading** | **Literacy Centers** | **Interactive Writing** | **Independent Writing** |
| Monday | [Rocks: Hard, Soft, Smooth, and Rough (Amazing Science)](http://www.amazon.com/Rocks-Smooth-Rough-Amazing-Science/dp/1404803343/ref=sr_1_4?s=books&ie=UTF8&qid=1304878780&sr=1-4) by Rosinsky | Metamorphic Rocks | 1.  2.  3.  4.  5. | Read chapter books in the fantasy genre, paying careful attention to the varied voices of the characters. | Daily Five | Mountains Venn Diagram | Rock Riddles |
| Tuesday | [The Rock Factory: The Story About the Rock Cycle (Science Works)](http://www.amazon.com/Rock-Factory-Story-About-Science/dp/1404819975/ref=sr_1_7?s=books&ie=UTF8&qid=1304878780&sr=1-7) by Bailey | Metamorphic  Rocks | 1.  2.  3.  4.  5. |  | Daily Five | Mountains Venn Diagram | Rock Riddles |
| Wednesday | [Hill of Fire (I Can Read Book 3)](http://www.amazon.com/Hill-Fire-Can-Read-Book/dp/0064440400/ref=sr_1_1?s=books&ie=UTF8&qid=1304878923&sr=1-1) by [Thomas P. Lewis](http://www.amazon.com/Thomas-P.-Lewis/e/B001HCX66U/ref=sr_ntt_srch_lnk_1?qid=1304878923&sr=1-1) | How to Cook Your Own Rocks  (reading directions) | 1.  2.  3.  4.  5. |  | Daily Five | Mountains Venn Diagram | Rock Riddles |
| Thursday | [Anansi and the Moss-covered Rock](http://www.amazon.com/Anansi-Moss-covered-Rock-Eric-Kimmel/dp/0823407985/ref=sr_1_28?s=books&ie=UTF8&qid=1304878994&sr=1-28) by [Eric A. Kimmel](http://www.amazon.com/Eric-A.-Kimmel/e/B000APXIV8/ref=sr_ntt_srch_lnk_28?qid=1304878994&sr=1-28) | How to Cook Your Own Rocks  (reading directions) | 1.  2.  3.  4.  5. |  | Daily Five | Mountains Venn Diagram | Rock Riddles |
| Friday | Compare and contrast an original fairy tale with one that has been rewritten in a different setting. |  |  |  |  |  | Rock Riddles |

**BONE WARS!**

The Wild West provided the setting for some famous battles, but the gunfight at O.K. Corral doesn't hold a candle to the Bone Wars. Following the Civil War, the (Re-)United States turned its attention to the unexplored territories between the Mississippi and the Pacific. The railroads led the way, and to build them we blasted through mountains and leveled valleys and exposed rock that hadn't seen the light of day for millions of years. This is the story of Edward Drinker Cope and Othniel Charles Marsh, two scientists who found and fought for those bones, and the artist Charles R. Knight who almost single-handedly brought dinosaurs back to life for an awestruck public. Guest starring Chief Red Cloud and hundreds of his Indian Braves, the gun-totin' and gamblin' Professor John Bell Hatcher, colossal and stupefying Dinosauria of the New World, and featuring special appearances by The Cardiff Giant, P.T. Barnum, Buffalo Bill Cody, Ulysses S. Grant, Alexander Graham Bell, and a plentiful supporting cast of Rogues and Gallants from the Eastern Scientific Establishment and The Old West, the colorful supporting cast makes for a rich blend of history, adventure, science, and art.

# Bone Sharps, Cowboys, and Thunder Lizards: A Tale of Edward Drinker Cope, Othniel Charles Marsh, and the Gilded Age of Paleontology [Paperback]

[(Author),](http://www.amazon.com/Jim-Ottaviani/e/B001KC6MRW/ref=ntt_athr_dp_pel_1) [[Zander Cannon](http://www.amazon.com/Jim-Ottaviani/e/B001KC6MRW/ref=ntt_athr_dp_pel_1)](http://www.amazon.com/s/ref=ntt_athr_dp_sr_2?_encoding=UTF8&sort=relevancerank&search-alias=books&field-author=Zander%20Cannon) [(Author),](http://www.amazon.com/Jim-Ottaviani/e/B001KC6MRW/ref=ntt_athr_dp_pel_1) [[Shad Petosky](http://www.amazon.com/Jim-Ottaviani/e/B001KC6MRW/ref=ntt_athr_dp_pel_1)](http://www.amazon.com/s/ref=ntt_athr_dp_sr_3?_encoding=UTF8&sort=relevancerank&search-alias=books&field-author=Shad%20Petosky) [(Author),](http://www.amazon.com/Jim-Ottaviani/e/B001KC6MRW/ref=ntt_athr_dp_pel_1) [[Kevin Cannon](http://www.amazon.com/Jim-Ottaviani/e/B001KC6MRW/ref=ntt_athr_dp_pel_1)](http://www.amazon.com/s/ref=ntt_athr_dp_sr_4?_encoding=UTF8&sort=relevancerank&search-alias=books&field-author=Kevin%20Cannon) [(Author),](http://www.amazon.com/Jim-Ottaviani/e/B001KC6MRW/ref=ntt_athr_dp_pel_1) [[Mark Schultz](http://www.amazon.com/Jim-Ottaviani/e/B001KC6MRW/ref=ntt_athr_dp_pel_1)](http://www.amazon.com/s/ref=ntt_athr_dp_sr_5?_encoding=UTF8&sort=relevancerank&search-alias=books&field-author=Mark%20Schultz) [(Author)](http://www.amazon.com/Jim-Ottaviani/e/B001KC6MRW/ref=ntt_athr_dp_pel_1)

[J im Ottaviani](http://www.amazon.com/Jim-Ottaviani/e/B001KC6MRW/ref=ntt_athr_dp_pel_1) **Jim Ottaviani** (Author) **›** [Visit Amazon's Jim Ottaviani Page](http://www.amazon.com/Jim-Ottaviani/e/B001KC6MRW/ref=ntt_athr_dp_pel_pop_1)

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* Create a list of collective nouns (e.g., herd, flock).
* Read tall tales and learn the distinct characteristics of this type of tale.
* Compare and contrast an original fairy tale with one that has been rewritten in a different setting.
* Read chapter books in the fantasy genre, paying careful attention to the varied voices of the characters.
* Read about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from multiple perspectives.
* Research a real person from the \_\_\_\_\_\_\_\_\_\_\_\_.
* Write an informational essay based on research about a real person in the \_\_\_\_\_\_\_\_.
* Read informational texts to answer the questions “who, what, where, when, why, and how.”
* Consider the contribution made by the rock artists from area to rock art around the world.

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*The World Book Encyclopedia.* 1996. World Book, Inc. Chicago. Volume 16.

**Poetry Resources:**

Baylor, Byrd. 1974. *Everybody Needs a Rock.* Illus. Peter Parnall. Charles Scribner’s Sons. New York.

Silverstein, Shel. 1996. *Falling Up.* HarperCollins Publishers. New York.

**Internet Resources:**

Bill Nye the Science Guy <http://nyelabs.kcts.org>

Bob’s Rock Shop <http://www.rockhounds.com>

Discovery Channel School Programs: Volcanoes <http://school.discovery.com/fall97…understanding/volcanoes/index.html>

The Field Musuem of Natural History of Chicago <http://www.fmnh.org/>

Geoprime Minerals & Earth Materials Company <http://www.geoprime.com/mineral/>

Integrate Math and Science with the Vision Unit <http://scholastic.com/instructor/curriculum/science/science1.htm>

The Irving Family Web Pages: Rock Collecting <http://www.irving.org/rocks>

The Mineral Gallery <http://mineral.galleries.com/default.htm>

Minerals by Name<http://www.galleries.com/mineral/by_name.htm>

Science Fair Project Resource Guide<http://www.ipl.org/youth/projectguide>

Smithsonian Gem and Mineral Collection <http://galaxy.einet.net/images/gem/gems-icons.htm/#COPYRIGHT>

Volcano World <http://volcano.und.nodak.edu>

You Can Rock Candy <http://www.beakman.com/rock-candy/rock-candy.html>

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*Eyewitness Encyclopedia of Nature*. CD Rom. 1995. DK Multimedia.

*Scholastic’s The Magic School Bus Explores Inside the Earth.* CD-Rom. 1996. Microsoft

movieanim**Audio Visual Resources:**

Bill Nye the Science Guy.

Discovery Channel School: Volcanoes.

Magic School Bus Explores the Earth.

Nature Scene. South Carolina Educational Television.

**Community Resources:**

Petroglyphs on Sadie McKonkie Ranch, Dry Fork Canyon

**Culminating Activity Field Trip and Picnic at the River.**

Petroglyphs on Sadie McKonkie Ranch, Dry Fork Canyon

**STONE SOUP**

**(a Reader‘s Theater)**

Narrator Man

People Old Woman

Young Man Child

**Narrator:** Once upon a time there was a man. He liked to play tricks. One day, the man dame to a town. On his cart, he had a big pot of water. In his pocket, he had a small round stone.

**Man**: **Stone soup. Stone soup for sale.**

**Narrator:** But the people laughed and said:

**People:** You can’t make soup from stones.

**Man:** Yes, I can. I can make soup from this stone.

**Narrator:** So the people came to see him make stone soup.

**Man:** First, I make my pot of hot water. Then I put in this small, round stone.

**Narrator**: After a while the man tasted the soup.

**Man**: **Mmmmm,** it tastes good. If I had some onions, it would taste better.

**Old woman**: Here are some onions.

**Narrator**: The man put the onions in the soup. After a while, he tasted the soup again.

**Man: Mmmmm**, it tastes good. If I had some carrots, it would taste better.

**Young man**: Here are some carrots.

**Narrator**: The man put the carrots in the soup. After a while the man tasted the soup again.

**Man: Mmmmm,** it tastes good. If I had some potatoes, it would taste better.

**Child**: Here are some potatoes.

**Narrator**: The man put the potatoes in the soup. After a while, he tasted the soup again.

**Man: Mmmmm**, now it is time for you to taste the soup.

**Narrator**: The people tasted the soup.

**People**: **Mmmmm**! This stone soup is very, very good.

**Narrator**: The man sold all the stone soup and had lots of money. He took the stone out of the pot and put it back into his pocket. Then he got into his cart and drove quickly away.

**Man**: **What a good trick!**